

Dynamic Ways to Increase Student-to-Student Interaction

In this webinar, we will:

- explore options for promoting student-to-student interaction in the EFL classroom through a variety of exciting, easy-to-adapt games and activities.
- examine options for creating energizing and engaging lessons that motivate students and increase their confidence, regardless of class size or level!



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With master's degrees in TESOL and Language and International Trade and more than 25 years of teaching and training experience, he has conducted workshops all over the world, including Brazil, Thailand, Cambodia, Vietnam, Myanmar, India, Pakistan, Korea, Senegal, and the U.S.

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Dynamic Ways to Increase Student-to-Student Interaction



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Goals

- **Recognize** that the challenges with getting students to communicate with each other can be overcome.
- **Explore** sample activities that encourage student-to-student interaction.
- **Adapt** activities to different contexts, levels and class sizes.
- **Walk away** with a toolkit of ideas that will motivate students while improving their confidence and skills.

Importance of Student-to-Student Interaction

- **Provides** opportunities for students to actively use the language.
- **Is suitable** for small and large classes and different levels.
- **Reinforces** language acquisition and learning.
- **Leads** to greater mastery of the language.
- **Makes** learning more fun and relevant.



Let's hear from you!

**What challenges do
you face with
student-to-student
interaction in your
classroom?**



Double Lines

Step 1: Divide students into two lines.

Step 2: Students communicate with their partner.

Step 3: Rotate one of the lines so everyone has a new partner.



Target Output

- Warm-up Activities
- Vocabulary
- Grammar Structures
- Controlled Practice
- Fluency Activities

Let's hear from you!

**How might you adapt
double lines to
different levels?**



Let's hear from you!

**How might you get
shy students to
engage in this type of
activity?**



Find Someone Who...



Find Someone Who...

Find someone who....	Name	Additional Info
...can play football		
...can ride a bike		
...can cook		
...can sew		
...can swim		

Find Someone Who...

Find someone who....	Name	Additional Info
...can play football		
...can ride a bike		
...can cook	Kate	
...can sew		
...can swim		

Find Someone Who...

Find someone who....	Name	Additional Info
...can play football		
...can ride a bike		
...can cook	Kate	Beans and rice
...can sew		
...can swim		

Find Someone Who...

Find someone who....	Name	Additional Info
...can play football		
...can ride a bike		
...can cook		
...can sew		
...can swim		

Find Someone Who...

Find someone who....	Name	Additional Info
...can play football		
...can ride a bike		
...can cook		
...can sew		
...can swim	Dieter	

Find Someone Who...

Find someone who....	Name	Additional Info
...can play football		
...can ride a bike		
...can cook		
...can sew		
...can swim	Dieter	5 kilometers

Let's hear from you!

**How can you involve
student choice or
interest in this
activity?**



Find Someone Who - Instructions

Step 1: Model how to do this activity with one of your students.

- The focus is on what students “can” do. This creates a positive classroom environment.
- You don’t have to ask the questions in order.

Step 2: When your partner answers “Yes,” write their name.

Step 3: Ask a follow-up question for more information.

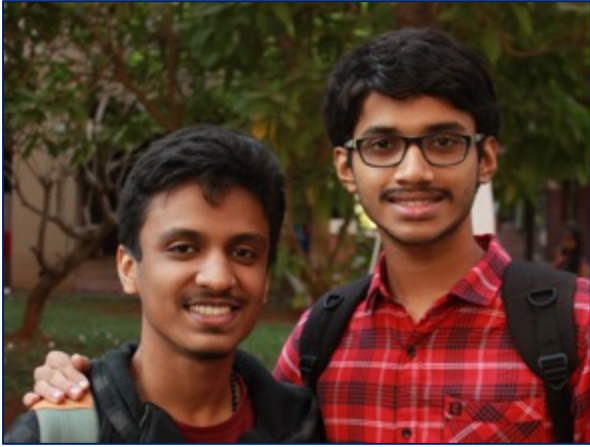
Step 4: Students go around the room to complete their chart.

- They can only use a classmate one time, so they have to talk to a lot of different students.

Things in Common



Things in Common



What does
“in common” mean?

Rohan and Kabir have a lot **in common**. Rohan likes to read, and so does Kabir. Rohan has two sisters, and Kabir also has two sisters. Both Rohan and Kabir can ride a bicycle. Rohan’s favorite color is blue, and Kabir’s favorite color is also blue. Rohan likes to play video games, and so does Kabir. Both Rohan and Kabir have black hair.

Things in Common – Sample Questions

- Do you like ice cream?
- Do you like to swim?
- What is your favorite color?
- Do you live in Seoul?
- How old are you?
- Do you wear glasses?



Things in Common

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Things in Common

1. Like to eat fish

2.

3.

4.

5.

6.

7.

8.

9.

Things in Common

1. Like to eat fish
2. Like to swim
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Things in Common

1. Like to eat fish
2. Like to swim
3. Have brown hair
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Let's hear from you!

**How can you prepare
students for this
activity?**



Let's hear from you!

**How can you help
lower-level students
be successful?**



Things in Common - Instructions

Step 1: Read the paragraph about Rohan and Kabir.

Step 2: Have students tell you what “in common” means.

Step 3: Divide class into pairs.

Step 4: Students need to ask each other questions to find commonalities.

Step 5: Before starting, model this with a student.

- Ask questions such as, “Do you like chicken?” and “Do you like to read?”
- When the answer is “yes” for both, add it to the list.

Step 6: When the students are ready, have them begin.

Step 7: At the end, ask each pair how many things they have in common.

Step 8: Finally, choose students to share examples.

- For instance, “Tammy and I both like ice cream.”

Information Gap



Information Gap – Student A

Name	Age	Favorite Food	Favorite Color
Carlos		Beans	
Maria	13		Pink
Veronica		Rice	
Pedro	10		Blue

Information Gap – Student B

Name	Age	Favorite Food	Favorite Color
Carlos	12		Green
Maria		Chicken	
Veronica	11		Red
Pedro		Tacos	

Information Gap – Student B

Name	Age	Favorite Food	Favorite Color
Carlos	12		Green
Maria	13	Chicken	
Veronica	11		Red
Pedro		Tacos	

Information Gap – Student B

Name	Age	Favorite Food	Favorite Color
Carlos	12	<i>Beans</i>	Green
Maria	<i>13</i>	Chicken	
Veronica	11		Red
Pedro		Tacos	

Let's hear from you!

**How can you adapt
this to online teaching
and learning?**



Information Gap - Instructions

Step 1: Divide students into pairs.

Step 2: Give each student a chart with some missing information.

- Student A has information that Student B needs.
- Student B has information that Student A needs.

Step 3: Students ask each other questions to complete the charts.

Before getting started, model this with one of the students.

Mountain Trek



Mountain Trek – Vocabulary



Sleeping bag

Compass

Map

Flashlight

Matches

Binoculars

Tent

Stove

Mountain Trek – Vocabulary



Sleeping bag



~~Sleeping bag~~
Compass

Map
Flashlight

Matches
Binoculars

Tent
Stove

Mountain Trek – Vocabulary



Sleeping bag



Binoculars



~~Sleeping bag~~
Compass



Map
Flashlight



Matches
~~Binoculars~~



Tent
Stove

Mountain Trek – Items to Take

You and your partner are going to go on a three-day trek in the mountains. You can only take **six** items from the following list. Talk to your partner and decide what to take and why.

Sleeping bags

Compass

Knife

Tent

Binoculars

Water

Jackets

Flashlight

Map

Stove

Food

Matches



Let's hear from you!

**How can you adapt
this activity to
different levels?**



Let's hear from you!

**How can you adapt
this to online teaching
and learning?**



Mountain Trek

Step 1: Set the context that the students are going to go on a trek.

Step 2: Go over key vocabulary (matching activity).

Step 3: Put students into pairs.

Step 4: Each pair works together to decide which six items they are going to take with them and why they chose those six.

Step 5: When they have finished, they should share their choices with the class. For a larger class, they can share in groups.

Grab Bag TV Commercials



Grab Bag TV Commercials

Power Words

amazing

fantastic

awesome

incredible

Grab Bag TV Commercials

Power Words

amazing
modern
dynamic

fantastic
beautiful
perfect

awesome
fabulous
terrific

incredible
delicious
magnificent

Let's hear from you!

**How can you prepare
students for this
activity?**



Let's hear from you!

**What other activities
have you done that
are similar to this one?**



Grab Bag TV Commercials - Instructions

Step 1: Ask students for power words and write them on the board.

Step 2: Pull an item from the grab bag.

Step 3: Model a short TV commercial using lots of power words.

- Be creative. For example, if you have a pair of sunglasses, maybe you can read minds or take photos with them.

Step 4: Divide students into pairs.

Step 5: Each pair picks **one** item from the grab bag.

- Possible items: mobile phone, marker, spoon, charger, umbrella

Step 6: Working with their partner, students create a one to two-minute TV commercial using lots of power words and present it to the class.

Step 7: Students present their commercial to the class.

Grab Bag TV Commercials – Online Instructions

Step 1: Ask students for power words, and write them on the board.

awesome

beautiful

terrific

amazing

excellent

modern

fantastic

magnificent

delicious

Step 2: Model a short TV commercial using a lot of power words.

- Be creative. For example, if you have a pair of sunglasses, maybe you can read people's minds or take photos with them.

Step 3: For homework, students pick an item and create a TV commercial.

Step 4: Students share their commercials with the rest of the class.

Step 5: Students need to comment on a certain number of commercials.

Debrief

What is the most valuable thing you learned today?



Summary

You should now be able to:

- **Recognize** that the challenges with getting students to communicate with each other can be overcome
- **Design** lessons that encourage student-to-student interaction
- **Adapt** activities to different contexts, levels and class sizes
- **Utilize** this toolkit of ideas to motivate students while improving their confidence and skills

References

[Please include a list of works cited or links to other resources you demonstrated/referenced.]

- Bruhn, D. (2019), *TEFL Certificate Program*, One World Training.

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Thank you!

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Reflection Questions

1. How do you currently encourage student-to-student interaction in your classroom?
2. What are some of the benefits to activities that encourage student-to-student verbal interaction?
3. What are some challenges you face when incorporating student-to-student interaction in your classroom? How might you effectively solve these issues?



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